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ABSTRACT

The materials status report for Azerbaijani, the language spoken in the Soviet Socialist Republic of Azerbaijan and in Iran, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Azerbaijani, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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Language/Area Reference Center

Materials Status Report

AZERBAIJANI

November, 1985



Center For Applied Linguistics
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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

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Language, dialects, standards. Azerbaijani is spoken in the Azerbaijan S.S.R. and in Iran. In the A.S.S.R., it is "official", and has a spoken and written standard. In Iran, it has no status, and no official written form. The oral standard in Iran is the Tabrizi dialect. Azerbaijani is more or less mutually intelligible (given differences in vocabulary) with Turkish, and with the other Turkic languages of the Soviet Union.

Writing systems. In the A.S.S.R., Azerbaijani is written in a standard Cyrillic alphabet, with some modifications. In Iran, it is written informally in an Arabic-base alphabet.

Production of written language. Cyrillic typewriters are available. There has been no interest in developing Azerbaijani-specific typesetting, or computer type fonts, in the United States, but presumably Cyrillic typefonts could be used.

Difficulty for English-speaking learners.

- Phonology: Vowel harmony might be an initial obstacle. Otherwise, no real problematic areas. Stress and pitch differ from English.
- Syntax: Very difficult. Azerbaijani is SOV, so clause and phrase structure are "backwards" from English.
- Vocabulary: Very difficult. No cognates with English. Depending on dialect, there will be heavy borrowing from Farsi or Russian.
- Writing system: The Cyrillic alphabet is initially difficult, but "fits" the spoken form fairly well and is internally consistent. The informal Arabic alphabet is difficult all around: it is not standardized, and it doesn't "fit" the spoken language well.

Usable existing texts.

- Basic courses: Householder, Basic Course (Tabrizi dialect)
- Advanced courses: Simpson, Azerbaijani Reader (A.S.S.R. literary dialect)
- Refresher-maintenance: none
- Reference: none
- Dictionaries: none
- Electronic: none

Existing programs, classes: Capability at Indiana University, State University of New York at Geneseo

Native speaker availability: Several among the expatriate Iranian community, but apparently none with linguistics training.

Linguist resources: Fred Householder, Professor Emeritus, Indiana University; Harold Battersby, SUNY Geneseo.

Basic Level Teaching Materials

Householder, Fred Walter with Mansoor Lotfi. Basic Course in Azerbaijani.
Bloomington, IN: Indiana University, 1965. [PL312.H6] [275p]

Advanced Level Teaching Materials

Simpson, Cyril Gordon. The Turkish Language of Soviet Azerbaijan: selections from the press and from modern authors with a grammatical introduction.
London: Central Asian Research Centre, 1957. [PL312.S5] [124p]

Refresher-Maintenance Materials

none

Reference Materials

Presbyterian Church in the U.S.A. Iran Mission. A Grammar of Azerbaijani Turkish. n.p., 193-? [PL311.P7 1930z] [81]

Dictionaries

none

Materials Not Found

Haneda, Koichi. Tabrizi Vocabulary. Tokyo, Japan: Institute for The Study of Languages and Cultures of Asia and Africa, 1979. [PL314.Z9 T3] [iii, 187pp]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

AZERBAIJANI
Householder, Azerbaijani Basic Course

Householder, Fred W., Jr. with Mansour Lotfi.
Basic Course in Azerbaijani. Indiana University
Publications: Uralic and Altaic Series, Vol. 45.
Bloomington: Indiana University, 1965. Paper.
275p.

Specific language/dialect taught: Tabrizi dialect of Azerbaijani

Type of text: basic text

Publication information: out of print. LC no. PL312.H6. Sample at CAL.

Intended users: beginning adult students

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: phonetic transcription

Physical quality of book: n/a

Editorial quality of target language: good, though probably slightly dated

Editorial quality of English: excellent

Overall organization of text:

25 Units, each consisting of basic sentences (each analyzed into bases and suffixes, with English literal glosses and idiomatic translations); aids to pronunciation; grammar analysis; exercises; and dialogues (not translated)

Appendices: Introduction to Soviet Conventional Spelling (including the roman alphabet used in the Soviet Union between 1925 and 1940)
The Standard Dialect of Soviet Azerbaijan
Verb forms (a chart showing possible suffixes)

Glossary (Azerbaijani - English)

Vocabulary areas covered: getting around, etc. - usual survival vocabulary

General comments: focus is entirely on spoken language.

CPT page label: AZEHOUSA1

LARC staffer: BBR

META - CRITERIA

	SOME- YES WHAT NO			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			No native speaker available to check, but materials were written with a native speakers.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: This is the "only game in town" for presentation of basic Azerbaijani; it is a good, solid, audio-lingual course.

Evaluator: Barbara Robson

Date: October, 1985

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute
 to training to Proficiency Level 2:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in appropriate contexts	X					X
Presentation, explanation of basic grammatical structures	X					X
Development of accurate pronunciation	X					
Development of automaticity, fluency		X				X
Development of appropriate range of vocabulary	X					X
Presentation of cultural and functional information		X				X
Development of encoding, decoding skills (in non-roman alphabets)						X
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?			X
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Do the materials appropriately integrate the use of English in class?

Y	S	N
X		

Are the materials likely to be visually appealing to the student?

	X	
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Do the materials expose students to language material above their momentary level?

Do the materials enable the student to develop coping skills to handle language material above their momentary level?

		X
		X

Do the materials include a wide range of learning activities for the student?

		X
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Are the materials considered successful by current users, if any?

	NA	
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In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?

	X	
--	---	--

Are lessons in the materials organized around functions to the exclusion of grammar?

Are lessons in the materials organized around grammar to the exclusion of functions?

		X
	X	

Comments:

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

AZERBAIJANI
Simpson, Azerbaijani Reader

Simpson, C.G. The Turkish Language of
Soviet Azerbaijan. Oxford: Central Asia
Research Centre, 1957. Paper. 124 p.

Specific language/dialect taught: Azerbaijani, literary language of Soviet
Azerbaijan.

Type of text: reader

Publication information: out of print. LC No. PL312.S5. Sample at CAL.

Intended users: students with knowledge of Turkish

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: in Cyrillic script

Physical quality of book: photocopy of typewritten script.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

Part One - Outline of grammar (including phonetics); includes discussions
of parts of speech, including discussion of the non-finite
forms of the infinitive

Part Two - Reading Passages, consisting of three from modern Azerbaijani
authors, three from other sources (Gogol, Gorky, Shakespeare)
and some passages from the Soviet press. Passages contain
no notes, no translation.

Vocabulary areas covered: general

General comments:

CPT page label: AZESIMPA1

LARC staffer: BBR

Meta-Criteria

META - CRITERIA

	SOME-			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			Readings are authentic texts
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X	X X		
Are the materials usable in language teaching contexts?	*	* X		

* Specific language-teaching context

Basic Courses	
Advanced Courses	X
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: Useful only in that the reading passages have been collected in one place.

Evaluator: B. Robson, L. Swift

Date: October, 1985

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute
 to training to Proficiency Level 3 or beyond:

	Oral			Reading		
	Y	S	N	Y	S	N
Development of ability to use the language in a variety of contexts			X		X	
Presentation, explanation of advanced grammatical structures			X			X
Development of automaticity, fluency			X		X	
Development of extensive range of vocabulary			X		X	
Presentation of cultural and functional information			X			X
Development of advanced reading skills					X	
Development of competence in various styles in the standard dialect			X		X	
Development of competence in regional/social dialects			X			X
Do the materials consist of authentic texts?				Y	S	N
				X		
Do the materials present a range of written genre?					X	
Are teaching suggestions or strategies to exploit the text included?						X
Are the materials logically sequenced?						X
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?					X	
Are the materials adaptable to differing student backgrounds and interests?					X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

AZERBAIJANI
Simpson, Azerbaijani Reader

Do the materials prepare students for self-learning after the
course is over?

Y	S	N
	X	

INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Presbyterian Church in the U.S.A. Iran
Mission. A Grammar of Azerbaijan Tur-
kish. Tabriz, Iran: n.p., 1932. 58 p.

Specific language/dialect taught: Azerbaijani, dialect not specified

Type of text: reference grammar

Publication information: out of print. LC No. PL311.P7 1930z. Available in
Near East Reference Room, Library of Congress

Intended users: not specified; probably missionaries

Format: book

Overall grammatical/pedagogical approach: naive traditional

Presentation of language: Arabic script with English-letter transcription

Physical quality of book: n/a

Editorial quality of target language: unknown

Editorial quality of English: good

Overall organization of text:

- Part I: Alphabet - description of Arabic characters and their phonetic values
- Part II: Nouns - description of "declensions", plurals, possessives, other cases
- Part III: Modifiers - numbers, adjectives
- Part IV: Pronouns - declensions, possessives, interrogatives, relatives (= ki!)
- Part V: Verbs - conjugations and tenses
- Part VI: Adverbs

Vocabulary areas covered: n/a

General comments: very naive treatment

CPT page label: AZEPRESA1

LARC staffer: BBR

META - CRITERIA

	SOME-			COMMENTS
	YES	WHAT	NO	
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		?		No native speaker available for comment. There is no mention of participation on the part of native speakers in the text preparation.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	
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Comments: The authors were clearly not trained language teachers or linguists. They describe Azerbaijani in terms of traditional Latinate grammatical categories, e.g. the tenses, and have a superficial knowledge at best of Azerbaijani structure: the only relative clause they mention, for example, is the ki construction.

Evaluator: Barbara Robson

Date: October 1985

INDIVIDUAL MATERIALS EVALUATION

Dictionaries

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials